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ABSTRACT

During the 1986-87 school year the Johnson O'Malley program of the Albuquerque (New Mexico) Public Schools provided supplemental counseling to 532 Indian students in the district by 5 certified counselors, 3 of whom concentrated their efforts on 5 target high schools. One itinerant counselor served 128 elementary and middle school students, whereas a second itinerant counselor provided 27 high school students training in leadership. Twenty-four high school students participated in a series of leadership workshops. A pilot program of six leadership sessions was also provided at each of two middle schools. Six newsletters were distributed to 1,535 parents of American Indian students with information about American Indian students' successes, the supplemental counseling program, and other information. Objectives for both parent involvement in training and student mastery of competencies from the Johnson O'Malley Counseling Plan were met or exceeded. The report recommends modifications in the parents' evaluations of training programs and more objective criteria for determining student mastery. (SKW)

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Johnson O'Malley Program Evaluation

1986-87

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Administrative Summary

During the 1986-87 school year, the Johnson O'Malley (JOM) program of the Albuquerque Public Schools (APS) provided supplemental counseling to 532 of the 900 eligible Indian students in the district.

Five certified counselors were hired to provide supplementary counseling services through the implementation of the JOM counseling plan. Three of the five counselors concentrated their efforts at five target high schools within the district. These counselors worked with 345 students during the school year. Of that number, 217 (63%) students mastered five or more competencies from the JOM Counseling plan. This surpassed the stated objective.

Twenty-four high school students participated in a series of leadership workshops. Students' benefit from this component was evidenced through their later involvement with school organizations such as student councils, Navy Junior ROTC, and other extra curricula high school activities.

A middle school leadership program was developed and piloted at Truman and Wilson Middle schools. Six leadership sessions were provided at each school, in which 35 students participated.

Itinerant counselor provided services to 128 students referred by APS counselors. Of this group 112 (88%) mastered five or more competencies from the JOM Counseling Plan.

Information about Indian students' successes in APS, about the supplemental counseling program and other information of interest to parents of APS Indian students was provided through six newsletters. These six newsletters were distributed to 1,535 parents of Indian students. While staff from other programs contributed to the newsletter, the primary responsibility for newsletter publication was that of the JOM counselors.

Project objectives expected 75% of the parent committee and staff to participate in parent training and/or staff development. Four of the five parent committee members and all of the staff participated in a minimum of two training programs.

In summary, the JOM program was successful in meeting all project objectives. Modifications in the format for parents' evaluations of training programs may be of benefit in obtaining more useful information about these activities. Inquiry into methods for assessing student competency mastery may further enhance the JOM student services component.

Program Evaluation
Johnson O'Malley Project
Program Description

The 1986-87 Johnson O'Malley Program (JOM) provided supplementary counseling services to Indian students in Albuquerque Public Schools. Individual and group counseling services and leadership programs were available to the 900 JOM eligible students and were provided directly to 532 students in kindergarten through grade 12.

Although referrals were taken from elementary and middle schools, high schools were selected as the target level. Because of the number of eligible JOM students attending Albuquerque, Del Norte, Highland, Manzano, and Valley High Schools, JOM counselors served these schools as target high schools. Three certified JOM counselors provided services to 345 high school students at these five target schools. Highland High School was served by one full time counselor, while Albuquerque and Valley High Schools shared a counselor, as did Manzano and Del Norte High Schools. One itinerant counselor served 128 elementary and middle school students while a second itinerant counselor provided 27 high school students leadership training programs. This second itinerant counselor also served as head counselor, responsible for the development of the leadership program and direction of the other four counselors.

A Counseling Curriculum for Indian Students was developed by JOM staff during the 1983-84 project. This counseling curriculum was used by the JOM counselors during their work with students at target and non-target schools. This counseling curriculum addressed interpersonal skills development, career awareness, and employment skills development for Indian students. The curriculum consisted of five areas of counseling: personal, social, academic related, career, and student employment. Competencies describing goals for students development in each area of counseling are provided in the counseling curriculum. Competencies are provided for each counseling area at each grade level and are presented in behavioral terms. Examples of these competencies are provided below (a complete listing of student competencies is found in the Counseling Curriculum for Indian Students available from the APS Office of Indian Education.

- Describe their tribe and the role(s) their parents play within that tribe (personal, K-3)
- Identify their academic skills and abilities (academic, 4-5)
- State 3 ways to deal with alcohol and drug problems (social, 6-7)
- Locate at least 3 jobs for which they qualify (student employment, 11)

In addition to providing supplemental services to meet the specialized counseling needs of Indian students, the JOM program published newsletters to disseminate to parents information about the counseling program and about Indian student achievements. Six newsletters were distributed that highlighted student achievements in academics, sports, and other extra-curricular activities. Information on parent skills, ways to improve parent-student relationships and information about workshops and conferences were provided to parent through this newsletter. For some parents, the newsletter served as their only source of information about Indian education in APS.

While staff from other Indian education programs contributed to the newsletter, the responsibility for publication was that of the JOM staff.

Parent education and staff development was also supported through the JOM program. Parent committee members attended conferences and workshops pertaining to Indian education and pertaining to other general education issues. Information about these programs was shared through parent meetings and the newsletter. Each JOM staff member developed an individualized plan of staff development which they pursued throughout the project year.

Objective I

By the end of the academic year 1986-87, 50% of the JOM students at the target school will have successfully mastered at least five of the student competencies from any of the five content areas in the counseling curriculum plan.

Measurement

Student profiles, reflecting competency mastery, were maintained by the JOM counselors. The records were available at the JOM office for review by the evaluator.

Results

Counseling services were provided to 345 JOM students at the five target high schools. Of this group, 217 (63%) mastered five or more competencies. Objective 1.0 stated that 50% of the students served would master a minimum of 5 competencies. The data show that project success surpassed the stated expectations.

Discussion

A summary of results for each school can be found in the Appendix. A review of these tables shows that each school individually exceeded the criteria set in the objective. The percent of students mastering a minimum of five competencies ranged from 56% to 75% of the students at individual schools. Individual school data are provided in Table 1.

Table 1

Summary of JOM Students Mastery of Competencies

High School	Students	Mastered 5 or More Competencies	Percentage Exceeded 50%
Del Norte	51	33 (65%)	+15%
Manzano	60	45 (75%)	+25%
Valley	38	26 (68%)	+18%
Albuquerque	58	36 (62%)	+12%
Highland	138	77 (56%)	+ 6%
Total	345	217 (63%)	+13%

Objective II

By the end of the academic year 1986-87, at least 15 high school students will participate in a series of leadership training workshops so that they may apply their training in activities at their respective schools.

Measurement

Student records, maintained by the JOM counselors, served as supporting data for this objective. Student profiles and evaluations, as well as records of student attendance at leadership training sessions were provided for the evaluator's review.

Results

Data show that the objective was met through student participation in the JOM student leadership training program. A total of 27 high school students were selected to participate in the leadership training program. Twenty-four students attended four or more training sessions with 12 of these students completing eight or more sessions.

The number of students selected from each high school and the number of students in each grade who participated are presented below. This number differs by three students, those who did not attend regularly enough to have profiles maintained for them.

Participating Students by School

School	# of Students
Manzano	7
Albuquerque	3
Valley	4
Highland	5
West Mesa	8

Participating Students by Grade

Grade	# of Students
Ninth	4
Tenth	6
Eleventh	9
Twelfth	5

Eighteen leadership sessions were conducted throughout the school year. Guest speakers, group activities, and field trips related to the leadership topics were provided the participating high school students. The leadership program culminated with a student presentation for parents at the APS Indian Week Program.

Discussion

Students who participated in the leadership program reported increased participation in school activities such as Navy Junior ROTC, student council, and other extra-curricular activities. This increase in students' school-related activities indicated that as the students gained more leadership skills through the program they began to apply these skills in their schools.

A pre-posttest was developed as a pilot by the head counselor. Students were asked to complete several open-ended questions about leadership skills and leaders. A content analysis of the answers for the six students for whom pre and posttests were available showed student perceptions regarding leadership did change during their participation in the program. Students' responses showed a change from viewing leaders as persons who possessed a certain quality to persons who applied learned skills to be leaders. Posttest results also indicated that students felt they were capable of learning and applying these leadership skills.

Table 2

Leadership Topics and Presenters

Topics	Presenters
Our Amazing Mind	Darva Chino
Self Concept	Darva Chino
Visualization	Darva Chino
Leadership Skills (3 sessions)	Howard Rainer
New Mexico State Legislators Santa Fe Indian School	Rebecca Vigil
Leadership Skills	Yvonne Kauffman
Leadership Qualities	Vivian Juan
T.V. Journalism	Conroy Chino
Drug/Alcohol Prevention	Janet Yanneconne
Communications	Shane Hill
Aikido	Wade Ishimoto
Indian Week - Community Service	Students
Parent Presentation	Students

Objective III

By the end of the academic year 1986-87, a Middle School Student Leadership Program will be developed and piloted at the target schools.

Measurement

Counselor's written records served as a source of information for this objective. These written records were supplemented by information gained through interviews with the counselor in charge of the middle school leadership program and with school administrators participating in the program.

Results

An itinerant JOM counselor was assigned to implement a middle school student leadership program. This program was implemented as a pilot program at Truman and Wilson middle schools. Six sessions were held at each school site, covering the topics of leadership traits, communication skills, life styles, peer pressure, substance abuse prevention, and personal goal setting. Guest speakers made presentations and students participated in related field trips.

Attendance at each session ranged from 9 to 15 students at Truman middle school and from 6 to 23 students at Wilson. Students rated the sessions as "alright" but did not express a great deal of enthusiasm about continuing the program. The middle school leadership pilot was discontinued at the end of January, 1987.

Discussion

Logistics, topic interest and teachers' not understanding the purpose of the program hindered implementation of the leadership program at the middle school level. In an already crowed middle school day, scheduling several students to participate in a weekly or alternate week activity became an almost impossible task for the JOM counselor. The JOM counselor also noted the difficulties in selecting presentation topics that could cross the diversity of maturity levels and interests in the middle school population. Further, the middle school leadership pilot demonstrated the need to provide school staff adequate and on-going information regarding the purpose and content of the program as well as information about student progress, in order to assure faculty support.

Objective IV

By the end of the academic year 1986-87, 50% of the JOM students, grades K-12, at non-target schools,* serviced on an itinerant basis, will have successfully mastered at least five of the student competencies from any of the five content areas in the counseling curriculum plan.

*JOM students who receive direct services only; JOM students who are referred but do not require direct services are included in this definition.

Measurement

Profiles for each student referred from non-target schools were developed by counselors. The profiles contained a record of the competencies that have been mastered in each of the counseling areas. These profiles were maintained by the counselors and available as the data source for this objective. Review of student profiles provided the evaluator with the number of competencies mastered by each student.

Results

One-hundred twenty-eight students were referred from non-target schools for direct counseling services. From this group, 112 (80%) of the students mastered five or more competencies, exceeding the expectations of the objective.

Discussion

All APS students eligible for JOM services by virtue of a Certificate of Indian Blood filed with the Indian Education Department, could receive counseling services from the JOM counselors. Two itinerant counselors provided these services to students referred from non-target school counselors, parents, and students themselves. Table 3 presents referrals according to schools and shows the number of students mastering five or more competencies. While the majority referrals from non-target schools were made from four middle schools, a greater percentage of high school students mastered five or more competencies.

Table 3

Referred Students Mastery of Competencies

Schools	Students	Mastered 5 or More Competencies	Percentage Exceeded 50%
High School			
Eldorado	7	7 (100%)	+50%
West Mesa	15	15 (100%)	+50%
Middle School			
Wilson	44	39 (89%)	+39%
Truman	40	36 (90%)	+40%
Kennedy	7	6 (86%)	+36%
Van Buren	4	2 (50%)	--
All other schools	11	7 (64%)	+14%
TOTAL	128	112 (88%)	+38%

Objective V

By the end of September 1987, at least six newsletters to inform the Indian Community about Indian Education in APS will have been produced and disseminated.

Measurement

Copies of six newsletters and mailing lists of Indian parents who received the newsletters were the documentation used to substantiate accomplishment of this objective. Supporting these data was an interview with the secretary for the Office of Indian Education. During this interview with the evaluator, the secretary described the process of developing and distributing the newsletter.

Results

Six newsletters were produced and disseminated to the parents of the JOM students.

Discussion

A review of the six newsletters showed that each was an informative and student centered document, highlighting Indian student achievements in academics, sports, and leadership activities. Each newsletter presented information for parents about the JOM counseling program, tips to improve parent student relationships, and information about workshops and conferences for parents. Information about student employment opportunities were also published. The newsletters served as an excellent source of information for parents and as reported by some parents, their only contact with the schools.

Objective VI

By the end of the fiscal year 1986, 75% of the JOM Program Staff will have attended at least two training sessions.

Objective VII

By the end of the fiscal year 1987, 75% of the JOM Committee will have attended at least two training sessions of their choice.

Measurement

Reports written by JOM staff served as documentation for Objective VI. These reports were reviewed by the evaluator. Reports written by members of the parent committee as well as telephone interviews with committee members served as the measurement for Objective VII.

Results

All JOM staff attended a minimum of two staff development programs. The counselors' reports further indicated that the information obtained during these training sessions was applicable to their situation and provided examples of these application. Four of the five parents (80%) attended two or more training programs while serving as committee members.

Discussion

Written reports submitted by the parents showed an interest in the parent committee members attending more planning sessions with members of other parent advisory committees. All committee members attended Joseph Abeyta's (of the Santa Fe Indian School) presentation regarding setting higher expectations for Indian students.

As a follow-up to his attendance at the Albuquerque Association for Gifted and Talented Students, one parent committee member wrote a newsletter article regarding the conference. Committee members felt this was an effective use of the newsletter and allowed parents who were unable to attend these kinds of programs a way to benefit from them.

Summary and Recommendations

The 1986-87 Johnson O'Malley proposal identified six objectives addressing student attainment of competencies listed in the counseling curriculum, staff development, advisory committee training, information dissemination, and a leadership program pilot.

Five certified counselors were employed to implement this program and provided services to 9999 students at five target high schools. An additional 127 students at non-target schools were provided counseling services upon referral to a JOM counselor. A leadership program was provided for selected high school students and was implemented as a pilot at two middle schools.

In target schools, 63% of the students served mastered a minimum of five competencies, as did 88% of the students referred from non-target schools. Students' mastery currently is assessed on a subjective basis by counselors. The project should continue efforts to standardize measurement of student competency mastery.

A high school leadership program, offering guest speakers, field trips, and group activities related to building leadership skills, had 24 participants for 4 sessions. Twelve of those attended at least an additional 4 leadership sessions. Participating students demonstrated application of leadership skills developed in the program through an increase in student participation in school activities. All of the participants indicated an interest in continuing such a program for the next school year. The middle school pilot provided a similar program for students in grades six, seven, and eight. However, due to diversity in interest and maturity for this age group, the pilot was discontinued after January, 1987. If the leadership pilot is to be further developed, project personnel may wish to establish criteria for student selection and move towards some standardization of the program, possibly incorporating some commercially prepared materials for this purpose.

Counseling staff attended workshops and conferences as required by the proposal. These programs, by staff report, were helpful in improving counseling skills. Committee members attended the required number of parent training programs and used the newsletter to disseminate information about one of the workshops. The evaluator suggested that the continuation of this practice would enhance the project's efforts to provide parent training by allowing all parents access to the information obtained at the conferences.

Six newsletters were distribute to parents as planned. The newsletters kept parents informed of student performance and provided information about student achievements. The student-centered focus of the newsletter appeared to be well received by students, parents, and staff; and the dissemination of information for parents was an important purpose of the newsletter. However, project staff noted the time involved in the publication of this newsletter, as well as the financial requirements. Since the newsletter could be of interest to the parents of all APS Indian students, it is conceivable that the burden of publication could be shared by other Indian Education programs. In addition, this distribution of publication efforts would enhance the cooperation among the Indian Education programs. Project personnel may wish to pursue this suggestion.

Appendix

Albuquerque High School JOM Students Mastery of Competencies

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0 - 4	8	5	8	1	22	38%
5 - 9	8	5	10	2	25	44%
10 or more	1	4	3	3	11	19%
Total	17	14	21	6	58	

Del Norte High School JOM Students Mastery of Competencies

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0 - 4	5	3	6	4	18	35%
5 - 9	6	5	2	4	17	33%
10 or more	1	3	4	8	16	31%
Total	12	11	12	16	51	

Highland High School JOM Students Mastery of Competencies

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0 - 4	27	22	8	4	61	44%
5 - 9	20	25	11	8	64	46%
10 or more	0	3	4	6	13	9%
Total	47	50	23	18	138	

Manzano High School JOM Students Mastery of Competencies

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0 - 4	5	7	3	0	15	25%
5 - 9	6	13	4	4	27	45%
10 or more	3	4	4	7	18	30%
Total	14	24	11	11	60	

Valley High School JOM Students Mastery of Competencies

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0 - 4	4	3	4	1	12	32%
5 - 9	9	1	2	1	13	34%
10 or more	3	4	3	3	13	34%
Total	16	8	9	5	38	